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ABSTRACT

A model for describing and assessing the effectiveness of student affairs programs is outlined in this paper as it was presented to the California Community College Student Affairs Association. First, the goals of student affairs programs (i.e., enrichment, involvement, and retention) and the impact of budget constraints on the achievement of these goals are explained. Then, a list is provided of specific functions of student affairs programs, including athletics; academic and college-related activities such as leadership classes; district and state committee activities such as student trustee selection; publications and publicity; finance and budget; student activities and services; and coordination with community groups using campus facilities. In addition, methods of documenting these functions are noted, including tickets sold, headcount, material distributed, evaluation activities, and questionnaire/survey responses. Next, a rationale is offered for student affairs programs, drawing from Alexander Astin's research on student persistence and campus involvement. Standards are then provided for four levels of student affairs activities, including standards for a core program, a moderate program at a small college, and optimal programs at moderate-sized and large colleges. Finally, a program evaluation method is suggested, which employs the list of functions, means of documenting the functions, and the four levels of program activity. Appendices include a summary of Astin's research on retention and relevant correspondence. (KL)

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ACCOUNTABILITY AND STANDARDS IN STUDENT AFFAIRS

Submitted to
CALIFORNIA COMMUNITY COLLEGES
STUDENT AFFAIRS ASSOCIATION

by
Margaret Collins

May 12, 1982

VC 820 469

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ACCOUNTABILITY AND STANDARDS IN STUDENT AFFAIRS

Philosophy: Enrichment, Involvement and Retention

Student Affairs programs exist in programatic form for three reasons: to provide enrichment, to promote involvement and to improve retention. The latter is a practical matter. All support programs are designed to improve students' capacities to get an education. And since we generally agree that it is a good idea to keep the students at the college until they have accomplished their educational goals, anything which promotes retention is a positive factor. Enrichment and involvement both have been shown to contribute to retention. Enrichment activities support and complement the curriculum as well as explore less academic but equally valid cultural experiences. Involvement in these enrichment activities and in any other activities on campus promotes identification with the institution (not to mention promoting many other important learning and growing processes), which in turn results in better retention and less conflict between students and the institution. (see Rationale following for more detailed discussion.)

Currently, the economic situation of most community colleges precludes using District funds for enrichment activities as had been done in the past through community service programs. Student governments, advised by Student Affairs personnel, have become the main source of low or no-cost (to districts) enrichment activities. Without these activities, our colleges would be poorer as cultural, educational institutions.

Description of Functions and Methods of Evaluation

Within this philosophical framework, Offices of Student Affairs in the community colleges handle a wide variety of activities and programs. The following list of functions and the notes describing methods of documenting these functions provide a picture of the comprehensive student affairs program. Naturally, not all programs will do all of these tasks, but most of these functions are done by one or more programs at a college, an most often they are in the student affairs office.

Key to Symbols Used In Descriptive Data

TS	Tickets Sold
HC	Head Count
SI	Sign Ins
MD	Material Distributed
EM	Evaluation Meetings (or forms)
QSR	Questionnaire/Survey Responses
MM	Minutes of Meetings

Functions	Descriptive Data
I. Athletics	
A. Crowd Control and Home Game Security	HC
B. Eligibility	HC
C. Eligibility Appeals	HC
D. Intramurals	HC
E. Cheerleaders, Pep Squad, Band and Homecoming	HC
F. Conference Representatives and Officers	HC
G. Athletic Awards Ceremonies	HC, EM
H. Athletic Awards Funds	MD

Key to Descriptive Data

TS	Tickets Sold	EM	Evaluation Meeting (or form)
HC	Head Count	QSR	Questionnaire/Survey Responses
SI	Sign Ins	MM	Minutes of Meetings
MD	Material Distributed		

Functions	Descriptive Data
II. Academic and College Related	
A. Instruct Leadership Classes	HC, MD
B. Committee Responsibilities	
1. Commencement	QSR, HC, TS, SI
2. Awards	QSR, HC, TS, SI
3. Lectures	HC, TS, SI
4. Campus Beautification	MM, QSR
5. Scholarships	MM, QSR, HC
6. Affirmative Action Advisory	MM
7. Recruitment	
a. General including High School Visits	EM, HC, QSR
b. Ethnic Minority	EM, HC, QSR
8. Student Discipline	MM, MD, QSR
9. International STudents and Studies	HC, MD, TS
C. Policy Making and Procedure Writing	MD
D. Student Retention	EM, QSR, HC
III. District and State Committees	
A. Discipline	MM, EM, QSR
B. Student Activities Advisory	MM, EM, HC
C. District Ombudsman	MM
D. Affirmative Action and Title IX	MM, HC, QSR
E. Student Trustee Selection	MM, HC, MD, EM, SI
F. Grievance and Discipline Procedures	EM, MD
G. Administrative Council	MM, MD, EM
H. Student Orientation to College or District Committees	SI, MD
I. CCC Student Government Association	
1. Area Meetings	HC, SI, EM
2. Advisor to State CCCSGA	HC, SI, EM
IV. Publications and Publicity	
A. Student Handbook and Weekly Bulletins	MD, EM
B. Programs for Athletic Events	MD
C. Circulars and Flyers Announcing Events (design, certification and posting)	MD, QSR
D. Elections and Homecoming Supplements	MD
E. Campus Kiosk, Bulletin Boards, Banners and Other Forms of Publicity	MD, QSR, HC
F. Newspaper	MD
G. Faculty or Course Evaluation Book	MD
H. Faculty or Course Description	MD
I. Policy Book	MD
J. Student Copying and Poster Production Including a Room, Materials and Staff	MD, HC SI
K. Activities Calendar	MD
L. Student Characteristics and Data Report	MD

Key to Descriptive Data

TS	Tickets Sold	EM	Evaluation Meeting (or form)
HC	Head Count	QSR	Questionnaire/Survey Responses
SI	Sign Ins	MM	Minutes of Meetings
MD	Material Distributed		

Functions	Descriptive Data
V. Finance and Budget	
A. Associated Student Funds:	
1. Supervision and Guidance	EM, MM
2. Review and Preparation	HC, SI, EM, MM, MD
3. Publishing and Distribution	MD
B. Auxillary Funds: Review, Preparation and Distribution	MD, MM, EM
C. College Budget Preparation and Master Planning	EM, MM, QSR
D. Office Payroll Reporting	HC, SI
E. Student Loans	HC, SI, MD
F. Activity or Student Body Card Sales	TS
G. Student Discount Program	HC, MD
H. Box Office	TS
I. Income Producing Events: Flea Market, Game Machines, Vending and Cafeteria, and Other Fund Raisers	HC, EM, QSR
VI. Student Activities	
A. College Drives (Blood, CARE, United Way)	MD, HC, SI
B. Orientation	
1. Student Body	HC, SI, TS
2. Student Council	HC, SI
C. Honors Events (Teas, Banquets, etc.)	HC, TS, SI, MD, QSR, EM
D. Student Awards Banquets (Service and Academic Awards)	TS, HC, SI, MD, QSR, EM
E. Homecoming Events	TS, SI, HC, EM, MD
F. Clubs	
1. Advise on Activities Organizations, Policy and Procedures	HC, MD, EM, MM
2. Sponsor Clubs Without Advisors	HC, MM, EM
3. Club Days and Other Club Events	HC, SI, TS
G. Talent Shows	
H. Lectures: Individual and Series	TS, HC, SI
I. Advisor To:	SI, HC, MM, MD
1. Associated Students Council	
2. InterClub Council	
3. Interdepartmental Student Senate	
4. Evening Student Council	
5. Student Court	
6. Summer Student Council	
7. Other Student Groups In Need of Supervision	
J. Assistance to Departments With Special Needs and Activities	HC, MM, MD, SI, EM
K. Special Events: Cultural Observances Such as Women's Week, Cinco de Mayo, Black History Month, Asian Awareness, Handicapped Awareness, etc.	HC, SI, MD, MM, EM

Key to Descriptive Data

TS	Ticket Sales	EM	Evaluation Meeting
HC	Head Count	QSR	Questionnaire/Survey Responses
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Functions	Descriptive Data
L. Film Series	TS, SI, HC, MD, EM
M. College Hour/Noon Activities	HC, MD, EM
N. Other Activities Sponsored by ASB: Concerts, Lectures, Programs	HC, TS, SI, MD, EM
O. ASB Corporate Management	EM, MM
P. Elections for ASB	SI, HC, MM, EM
Q. Seminars	HC, TS, SI
R. Public Address System	QSR, EM, MM
VII. Student Services	
A. Lost and Found	HC
B. Emergency Loans	SI, HC, EM, MD
C. Child Care	HC, SI, TS, MM, QSR
D. Housing: Finders Service	HC, SI, MD, EM
E. Volunteers Program	HC, SI, MD, QSR
F. Book Exchange/Used Book Sales	HC, SI, MD, QSR
G. Sell Bus Passes	HC, SI, MD
H. Lockers	HC, TS
I. Bike Lockers	HC, TS
J. Women's Center	HC, SI, MD, QSR, EM
K. Lounge	HC, SI
L. Legal Services: Clinic or Referral	HC, SI, MD, QSR
M. Transportation Information and Car Pools	QSR, SI, MD, HC
N. Facilities Management	EM, MM
O. Cashier or Check Cashing System	HC, SI, EM
P. Grants in Aid for Special Student Projects	HC, SI, MD, EM, QSR
Q. Student Mail Boxes	HC, SI
R. Dormitories	HC, SI, QSR, EM, TS
S. Tutorials	HC, SI, QSR, EM
T. Information Center or Telephone Line	HC, SI, QSR, EM
U. Copiers or Duplicating Services	HC, SI, QSR, MD
VIII. Supervision	
A. Office Management and Supervision of Classified and Student Aid Personnel	
1. Direction of Employees in Program Planning and Implementation	MM, EM, HC
2. Supervision of Employees Interfacing with Students and Others: Phone, Counter, etc.	HC, MD, EM, MM
B. Program Supervision or Management	
1. Student Center	HC, TS, MD, SI, EM
2. Bookstore	HC, TS, MD, SI, EM
3. Child Care Facilities	HC, TS, MD, SI, EM
4. Cafeteria and Food Vending	HC, TS, MD, SI, EM
5. Evening Activities: Dances, Concerts, etc	HC, TS, MD, SI, EM
6. Bulletin Boards and Billboards	HC, MD, SI, EM
7. General Campus: Dean on Duty Tasks	EM
8. Office and Lounge Facilities	HC, SI, MD, EM
9. Health Center and Health Fees	HC, SI, MD, EM, QSR

Key to Descriptive Data

TS	Ticket Sales	EM	Evaluation Meeting
HC	Head Count	QSR	Questionnaire/Survey Responses
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Functions	Descriptive Data
10. Parking Lots and Parking Fees	HC, SI, TS, EM, QSR
11. Campus Security	EM
12. Best Teacher Selection and/or Teacher Appreciation Banquet	HC, TS, EM, MM, SI
IX. Coordination with Community Groups Using Campus	
A. K-12 Schools	HC, EM, MM, SI
B. Outside Non-Profit Groups	HC, MD, MM, SI
C. Outside For Profit Organizations	HC, MD, MM, SI
D. Off-Campus Visitors	HC, SI
E. Liaison with Alumni	HC, SI, MD, EM, QSR, MM
F. Coordination with Alumni in Programs	HC, SI, TS, MD, EM, MM
X. Other Duties Currently Assigned to Programs	
A. Ombudsman	HC, SI, MM
B. Affirmative Action Officer and Title IX Facilitator	MM, HC, SI, EM
C. Miscellaneour Other Duties	?

Rationale for Student Affairs Programs

(Quotations in the following paragraphs were taken from a page of notes citing Alexander Astin as the source. The printed source has not yet been found, but the page is included in the appendix just as it came to the author.)

Much research has been initiated on the topic of "why (sic) student retention is (sic) greater and student achievement higher at some colleges than others." Dr. Alexander Astin (Professor of Higher Education, UCLA, and President of the Higher Education Research Institute) has provided data with definitive answers: "Students stay longer and do better when they are involved in all aspects of the learning process, in and out of the classroom." Involvement is the key. "Student involvement is the single most distinguishing feature between the small liberal arts residential college and the public commuter college." Student Affairs Programs exist to promote this kind of involvement in the almost totally commuter community colleges.

Astin also lists some factors which encourage student commitment and retention in their college:

1. "Interaction between students and staff, in and out of the classroom."
2. "Any activities which keep students on campus including college hour activities and even part-time work."
3. Any involvement counteracts the migratory nature of Californians, "since just going to school in California contributes to dropping out."
4. "The quality of the orientation program for new students is related to retention."
5. "The highest possible number of full-time faculty, since part-timers, however competent, are not involved as much in the overall life of the campus."
6. "Meaningful and continuous feedback from students on how they experience the quality of instructional and student services."

Points 1 (Interaction), 2 (Involvement), 3 (Retention), and 4 (Orientation) all describe specific functions which student affairs programs can perform. Such programs can generate enthusiasm in students, which counteracts the boredom "which increasingly is given as a major reason for dropping out." If student affairs can improve retention, as well as the quality of education and learning, and Dr. Astin's research shows that it can, then such programs are performing essential functions in the community college.

As college administrators know, the Student Affairs Office or Officer has a more immediate and essential task: they prevent or solve serious student problems before they grow into college problems. These tasks may be done in the role of an Ombudsman for an individual student or it may take the form of working regularly with student groups to see that they know how to work in the organization, that what they ask of the institution is possible, and that their considerable energy is channeled into positive, productive areas. In other words, the student affairs personnel handle on a daily basis the problems and challenges that instuctors, deans and presidents do not want to have to deal with.

As well as solving problems, the student affairs program or officers trys to meet the total need of the student by providing services; cultural, intellectual, entertainment enrichment activities; and information on where and how to get information and where and how to get involved in whatever interests the student. In the process of meeting these student needs, the student affairs officers usually provides guidance on how student body funds will be spent. These funds can provide a flexible, supplemental source of funding not otherwise available to the institutions.

As Alexander Astin has shown student affairs programs assist in retaining students and in improving the quality of education. On must ask at this juncture, since the tasks student affairs personnel do are crucial and important, who will do them if there is no such program in an institution. It is naive to believe that the faculty would want to or be able to given their course loads and class sizes. Deans and other administrators also have their functions; with the recent cuts in funding and staff in these areas, most of these people find themselves with quite enought to do already. If the program and services is to be provided in a way to impact retention by providing real opportunities for involvement and enrichment, then someone should be the focus of the student affairs program. The only conclusion one can draw from these assumptions (that retention is good) and these facts (that involvement and enrichment improve retention) is that there should be a student affairs office which performs all or many of the functions listed herein according to the size of the college and the specific needs of the students.

Standards

What a student affairs office should do is related to the needs of the students and to the realities of staffing and funding at any particular college. District philosophies and priorities will have a direct impact on the particular tasks done by the student affairs personnel. Hence the following list of tasks grouped into 4 levels may be met to varying degrees at particular institutions. However, given that caveat for flexibility, the CCCSAA believes that the minimum level of core activities should be maintained at all campuses. More comprehensive programs will probably produce better results, but there is a minimum standard of functions below which a program can not function adequately. This minimum is the core program.

Below is a list of standards for student affairs programs; starred items are the minimum for a basic program. The remaining areas of responsibility are ranked in priority groupings as staff and funds increase.

Standards for a Core Program

Staffing level: 1 part-time certificated or full-time classified
Funding level: small both for staff salary and for programs

*1. Student Government Association: advice to and operation of (see V. A. and VI. F and I.)
*2. Enrichment Programs: organization of, supervision of, and attendance at.
*3. Finance and Budget: Associated Students and student affairs office.
*4. Publications: events calendar, flyers, press releases, banners, etc.
*5. Clubs: advice to, assistance to and budget oversight.
*6. College Committees: those directly relevant to student affairs.
*7. Supervision of student workers, if any.
*8. Informational and Orientation Programs

Standard for a Moderate Program at a Small College

Staffing level: 1 professional staff (full-time certificated or supervisory or management level classified) with full or part-time clerical support.
Funding level: moderate funding with the highest percent in wages, but adequate program funds to support necessary functions.

1. All of the Core Program functions listed above
2. Supervision of staff
3. Expansion of enrichment activities
4. Teaching or coordinating classes related to student government or leadership.
5. Supervision of some subsidiary programs such as cafeteria, day care, etc.
6. Activities handbook or student handbook publication
7. Some college wide programs such as blood drives, commencement, banquets, etc.

Standard for an Optimal Program at a Moderate Sized College

Staffing level: Management level staff member with full-time clerical support.
Funding level: Sufficient for salaries and for a wide variety of program expenses.

1. All of the functions listed in the Core Program and the Moderate Program.
2. Greater responsibility for finance and budget.
3. Student discipline, complaints, greivance procedures and processing.
4. Participation in college wide committees, in addition to those noted in Core Program item *6.
5. Supervision of subsidiary or additional programs such as bookstore, student union, etc.

Standard for an Optimal Program at a Large College

Staffing level: 1 management level staff member, plus additional professional staff and full-time clerical support
Funding level: Sufficient money for salaries and for the greatly expanded programs which such staff can handle.

1. All of the functions listed so far in these standards.
2. Greatly expanded enrichment program run by the additional professional staff.
3. Recruitment of students.
4. Athletics: cheerleading, game management, eligibility, game programs.

Evaluation of Student Affairs Programs

In order to evaluate the student affairs program, the evaluator(s) should first consider what is possible for the staff to do with the funding they have. This realistic estimate of the particular situation can be compared to these ideal standards for a similar funding and staffing level. Once the premises are so extablished it will be easier to make sense out of the wealth of data that the student affairs office can provide the evaluator. (see data descriptions paired with the various functions listed previously.)

The evaluator should be able to readily see if a program is working at the expected level by comparing the documentation with the ideal. The evaluator should also be able to see what areas excell and what need more work. This is necessarily a partially subjective judgement, but it should also be firmly grounded on the priorities of the institution, the capacity of the staff given the funds they have to work with, and the sense of what should be done in a student affairs program as described in the standards.

Evaluation will be no easy process given the nature of the student affairs work, ie: extremely varied from day to day, highly dependant on interactions between staff and students which can not be recorded on paper, and fragmented between teaching duties, administrative duties and clerical/operational duties. The CCCSAA believes that an evaluation using the list of functions, the data descriptions, and the standards for performance will fairly document the strengths and weaknesses of a program and will provide meaningful data for improvement, reorganization or augmentation of student affairs programs so that they can function in a way to provide <u>involvement</u> and <u>enrichment</u> which will improve <u>retention</u>.

To: Erv Mutzgar From Jim

APPENDIX A

Dr. Alexander Astin, Professor of Higher Education, UCLA
President, Higher Education Research Institute

1. Dr. Astin has thoroughly researched the question: Why is student retention greater ~~than~~ and student achievement higher at some college than at others?

2. In other words, why do students want to stay around some colleges and do better academically?

3. According to Dr. Astin, the research data provide a definitive answer: Students stay longer and do better when they are INVOLVED in all aspects of the learning process, in and out of the classroom.

4. Involvement is the key to creating a spirit, climate, atmosphere so that students want to be on their campus and do well.

5. Student involvement is the single most distinguishing feature between the small liberal arts residential college and the commuter public college.

6. Some of the essential factors in fostering student commitment to their college are:
   a. Interaction between students and staff, in and out of the classroom;
   b. Any activities which keep them on campus, including college hour activities and even part-time work;
   c. Involvement tends to counteract the migratory nature of Californians, since just going to school in California contributes to dropping out;
   d. The highest possible number of full-time faculty, since part-timers, however competent, are not involved as much in the overall life of the campus;
   e. Meaningful and continuous feedback from students on how they experience the quality of instructional and student services.

7. Any campus activity which generates [redacted] enthusiasm somewhat counteracts boredom, which increasingly is given as a major reason for dropping out, and dropping out is a negative experience for 90% of the drop outs.

8. The most precious resource on a college campus is student time: It must be used to the greatest possible advantage.

9. The single most important factor regarding who finishes a Ph.D. program is the relationship with the people involved, rather than the academic requirements.

10. The quality of the orientation program for new students is related to student retention.

Fall '81

Fremont-Newark
Community College
District

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APPENDIX B

May 10, 1982

TO: Members of the California Community College Student Affairs Association

FROM: Maggie Collins, Ohlone College

SUBJECT: Standards and Accountability Report

Attached is a draft (2nd) of my ideas on the issue of standards and accountability. The purpose of this document, in my mind, is to describe what we do in the context of why it needs to be done. Corollary to that is a list of minimum and optimal standards for performing the spectrum of jobs called student affairs work.

I had in mind that this document (or later drafts of it) could be used with our own districts to justify our programs, with State associations to lobby and educate, with the Chancellor's Office to inform and persuade of the importance of funding such tasks and finally with legislators in explaining what we do, why we do it and why it is important that it be done.

As a result of these goals, I structured the report in the form of a description (of functions and ways of documenting these functions), of a rationale for performing these functions and then finally of a list of standards which districts ought to adhere to in funding student affairs programs and in staffing those offices. Hopefully, any one section could be used seperately if the need arose.

Many of the strengths of the report come from input from others. In specific I would like to thank Erv Metzgar of Grossmont and Phil Feldman of Bakersfield for responding to a request for input. Others who contributed at a Bay Area CCCSAA Area meeting are: John Cognetti, Chabot; LaDonna Yumori, DeAnza, Steve Robison, San Mateo, Jim Gray, Evergreen, Dan Matarengas, Mission, Robert Griffin, Monterey. The errors and weakness in this effort are all my own.

NOW TO THE IMPORTANT PART OF THIS LETTER: Is this the document we would like to present to the world? I have a number of questions which by myself I can not answer. I hope you will be able to respond to these in order to help us reach concensus about what we want to use as a document. My questions are these:

1. Is Enrichment, Involvement and Retention our basic philosophy?
2. Is the list substantially complete, or have I left out a major section of responsibilities which most of us do regularly?
3. Is this rationale the one which will best explain and justify to a sceptical world our continued functioning?
4. Are these the minimum standards for student affairs programs?
5. Should the minimum be higher?
6. Do we agree that the core activities are the most important and so on down the list of standards?
7. Is there another way of listing these jobs in priority order?

over

8. Is there any other arguement that would carry more weight, be more persuasive, provide for better accountability, etc?
9. Can I add or change anything?

Please feel free to add, change or subtract. Thank you for your attention to this report.

Sincerely

Maggie Collins
Coordinator of Campus Activities
Ohlone College

PS. Since I work with the Minimum level of program myself, please excuse the typing; I did it all myself and I am not a good typist.

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